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The history of special education in New Jersey public schools (1904-54), and new legislation and growth in the 1954-67 period are reviewed. Aspects treated include the process by which handicapped children are found, evaluated, and placed; the rights and responsibilities of pupils, teachers, and school boards; and the impact of federal programs on state and local special education programs. Opportunities for teacher and other specialist preparation in New Jersey colleges in 1967 are presented in tabular form. Appendixes include the following: the names, locations, and addresses of supervisors of child study and members of county child study teams; statistics by counties of all children enrolled in public school special education programs except speech correction in 1966; and an annotated listing of agencies from which further information about services may be sought. (DF)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Our cover girl is an eager pupil despite her serious multiple handicaps. Encephalitis associated with measles at an early age left her hard of hearing (with consequent speech handicap), neurologically impaired, and mentally retarded. Patient and skillful instruction are helping her to overcome these learning disabilities.

Many of New Jersey's handicapped children have a combination of two or more disabilities, a fact which complicates the organization of optimum services. Deaf-blindness and deafness combined with mental retardation are temporarily on the increase as a result of the epidemic of german measles in 1964. This disease, if contracted by a pregnant woman, may handicap her unborn child.

Measles and crippling polio are now preventable. It is hoped that german measles may shortly become so. But even with these advances, the numbers of children with sensory, motor, intellectual, emotional and other special learning problems will surely increase in the years ahead. This brochure tells something of what New Jersey is doing, and can do, about their special educational needs.

Photograph courtesy of National Association for Retarded Children.

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ABOUT THE INTERAGENCY COMMITTEE ON EDUCATION OF THE HANDICAPPED

There are many organizations interested in one or another aspect of the health, education, rehabilitation or welfare of the handicapped. In 1965, *The Education of Handicapped Children in New Jersey 1954-64,* a report prepared by a special commission appointed in 1963 by Commissioner of Education Frederick M. Raubinger, was released. Subsequently several voluntary statewide organizations interested in implementation of the Commission's recommendations formed an ad hoc committee for the purpose of unifying action in support of needed legislation. A total of eight organizations (as listed at the end of this brochure) joined this Inter-Agency Committee, which limited itself to citizen action groups, as distinct from organizations of persons professionally engaged in special education work.

With the passage of the new Beadleston legislation of 1966, the most urgent of the Committee's initial objectives were achieved, and the reasons for its existence were therefore re-examined. The representative members, after reviewing the benefits of working together toward a common goal, concluded that there were at least three areas of common concern which called for continuation of the liaison work so successfully begun.

(1) The need to work toward effective implementation of the new laws.
(2) The need to pursue other objectives set forth in the Commission report.
(3) The need to develop coordinated approaches to other agencies and areas of service affecting several handicapped groups, such as vocational rehabilitation and sheltered employment, and comprehensive diagnostic services. By action of the member agencies in 1966, the Committee was given continuing status.

The publication of this brochure is one of its first tangible projects as an ongoing group.

OPPORTUNITIES FOR HANDICAPPED CHILDREN IN THE PUBLIC SCHOOLS OF NEW JERSEY

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THE BEGINNING OF SPECIAL EDUCATION IN THE PUBLIC SCHOOLS OF NEW JERSEY 1904 - 1954

Concern for the deaf, blind and mentally retarded of New Jersey became manifest in the state during the last half of the nineteenth century and was

at first directed toward the creation of residential schools. The New Jersey State School for the Deaf, recently renamed to honor Mrs. Marie H. Katzenbach, was established in 1883, shortly before the opening of the first state residential facility for the retarded, the Vineland State School.

Soon after the turn of the century attention began to be focused on the advantages of day programs for such children under the auspices of the local public schools. Newark and Jersey City started classes for the blind in 1910 and 1911 respectively. Classes for the retarded were opened in Trenton and Newark as early as 1905. The first school psychologist was employed by a local board in 1910. These developments were stimulated by the presence in New Jersey of psychologists who were in the process of translating the Binet tests of intelligence for use in America.

In 1911 New Jersey became the first state to pass a mandatory special education law. It required a local board of education to establish a special class, limited to 15 pupils, whenever there were in the district "10 or more pupils who are three years or more below normal". It further mandated special classes for the deaf and blind whenever there were 10 or more such pupils in the district. School districts were later required (1918) to provide "facilities" to accommodate crippled children and were further authorized to send such children to another district.

Interest in the physically handicapped continued active between the wars, as evidenced by a succession of modifications in the law. One permitted crippled adults to be enrolled. Jersey City's A. Harry Moore School became a particularly shining example of what could be done when education and treatment are coordinated. In 1962 its administration was transferred to Jersey City College, which it now serves as a demonstration school for all types of handicapped school children.

A post war (1951) amendment, promoted by The Cerebral Palsy Federation, made clear that cerebral palsied children were to be included among the physically handicapped.

The language of 1911 covering the deaf, blind and retarded remained unchanged until 1954. The mandate covering children with visual and hearing impairments applied, in fact, only to school districts in the largest cities, since no other districts were likely to identify 10 or more children in any one of these categories. Significant services were and still are rendered to individual blind children by itinerant teachers on the staff of the State Commission for the Blind. By contrast, the 1911 law provided immediate impetus toward the development of special classes for retarded children. Both "educable" and "trainable" pupils were provided for, under old-fashioned names, and as early as 1913 more than 1600 retarded pupils were enrolled in special classes in the public schools in various parts of the state. They were often referred to in those days as "Binet Classes".

These 1911 laws were supplemented in 1912 by specific provisions for state aid. Between 1912 and World War II a local board could expect state reimbursement for its efforts to the extent of $500 per special class teacher.

In addition, from 1918 on,school districts were entitled to be reimbursed for half the "excess costs" of providing for crippled children, as compared with costs of educating normal children.

In 1946 there was a general revision of state aid to local schools with the introduction of the principle of "equalization". Under this plan the amount of state aid to each district reflected both the number of pupils in attendance and the district's relative ability to support its schools out of its local property taxes. Support for "atypical pupils" was incorporated into this plan on the basis that each "approved special class" be counted as the equivalent 25 regular pupils.

It must be recognized that in the years immediately following World War II, the State Department of Education lacked the tools of leadership in education of the handicapped. The carrot of financial aid was scarcely persuasive and there were no specialists on the Commissioner's staff to apply the stick of enforcement, although several elementary educators, notably Miss Anne Hoppock, were deeply concerned. The central office had little hard data on the extent and character of the problem, especially in the smaller districts. The language of the statutes was obsolete and had been gradually reinterpreted by local administators, many of whom erroneously assumed they had legal authority to limit enrollment in public school special classes to those children having I.Q.'s above 50.

Thus by 1950 there was a clear discrepancy between the practices of the schools and the principle of free public education for all children as set forth in the State constitution. Searchings of conscience among informed educators, as well as indignation among parents, spurred lively discussion. This discussion became focused through the action of the New Jersey Association for Retarded Children, then known as the "New Jersey Parents Groups for Retarded Children", which in 1950 sought establishment of a legislative commission "to study the problems and needs of mentally deficient persons". Among these problems, education for the excluded child loomed large.

In a report to the Commission presented at a hearing in December 1951, NJARC proposed among other things, that the special education law be amended to cover any child suffering from intellectual, physical, motor, sensory, perceptual, or emotional disabilities or abnormalities, or any combination thereof". It was to be 15 years before so comprehensive a concept would be accepted, but the carefully documented NJARC report did initiate an era of productive cooperation between special educators and parents of the handicapped.

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NEW LEGISLATION AND GROWTH (1954-1967)

The State Commission to Study the Problems and Needs of Mentally Deficient Persons issued a preliminary report in 1953. This, together with an unsuccessful bill dealing with the education of the mentally retarded and emotionally disturbed introduced the same year by Assemblyman John Shannon, a member of the Commission, put the spot light on the need for general revision. The new Commissioner of Education, Dr. Frederick Raubinger, meanwhile commissioned a survey, which was directed by Mr. Charles Jochem. Superintendent of the New Jersey School for the Deaf. The purpose was to identify individually every child known to the schools or other major agencies who needed special education by reason of physical disability or retarded mental development. The emotionally disturbed and socially maladjusted were not included in the survey. Among the agencies cooperating were the New Jersey Society for Crippled Children and Adults, the Cerebral Palsy Federation of New Jersey and the New Jersey Association for Retarded Children. Over 31,000 individual children were reported of whom somewhat more than half were deemed to be in need of special education. About ten percent of these were not attending any school and another forty percent were enrolled in school but not receiving the type of education which could benefit them most.

The findings of the survey (later published under the title FOUND) provided added impetus for the enactment in 1954 of the so-called "Beadleston Bills", after their sponsor, N. J. Assemblyman Alfred N. Beadleston, of Monmouth County. These repealed all former legislation on the education of the mentally and physically handicapped in the public schools and provided a new well-knit set of statutes which clearly stated the responsibility of the public schools to provide in some appropriate manner for the instruction of each child classified as mentally retarded, whether "educable" or "trainable", or physically handicapped, a phrase which includes vision and hearing impairments. At the same time, provisions were made for increased state financial aid to local school districts conducting classes or other special instruction according to state standards. The New Jersey Association for Retarded Children, and the New Jersey Conference on the Handicapped, an informal interdisciplinary organization of interested professionals, are credited with major influence in both the formulation and enactment of these laws, in cooperation with the Department of Education.

In anticipation of their passage, the position of Director of Special Education in the State Department of Education was created. Dr. Boyd E. Nelson became the first Director and embarked on a vigorous campaign to persuade school boards and administrators that the establishment of classes was not merely a legal responsibility but a sound and satisfying undertaking for any district which prides itself on truly serving children.

To assist the director, the new law contemplated that the Commissioner

would appoint a "county child study supervisor" in each county. Two were appointed the first year. By 1967, seventeen of these positions had been funded, but nine counties are still sharing a supervisor with another county.

Despite the difficulties of tooling up, heartening progress was made under the 1954 legislation. The total number of special classes doubled in three years and doubled again in the next nine, exceeding 1,600 in 1966. Thousands of children also benefitted from individual instruction and supplemental instruction including speech correction. The number of speech correction teachers employed by local schools grew from 20 in 1953 to 103 in 1957, and by 1966 had reached 274. Since appropriate classification of retarded pupils required the services of psychologists, their number increased from 35 in 1954 to 150 in 1959-60.

In 1959, additional legislation was passed covering mental health programs in public schools and education of socially maladjusted or emotionally disturbed children. This bill was the result of several years of cooperative effort between educators, New Jersey Association for Mental Health leaders, and other persons interested in mental health, working together under the auspices of the New Jersey Welfare Council.

Emphasis was placed on the role of the school psychologist, school social worker, learning disability specialist and consulting psychiatrist, acting as a "child study team" at the local level to evaluate mental health problems which may interfere with a child's progress in school. School districts employing such personnel in accordance with state standards were (and are) entitled to state aid, to the extent of half their costs. This provision further stimulated local districts to employ professional staff in these categories. By 1966 there were 244 school psychologists so employed, 224 certified school social workers, and more than 300 learning disability specialists. The number of consultant psychiatrists also multiplied. The 50% reimbursement provision also applied to "instructional and related services" rendered to emotionally distrubed children. However, reimbursement to any one district for these purposes under the 1959 Act could not exceed $2.00 per pupil in average daily enrollment in the district. This limitation tended to restrict the efforts of local districts to serve children with the more severe forms of psychiatric disturbance. The dollar limit was later eliminated by the Grossi Act of 1963.

During this period increasing interest developed in the problems of the neurologically impaired or "brain damaged" child as the New Jersey Association for Brain Injured Children began to emphasize their needs. The Office of Special Education encouraged districts to identify and provide for such children by granting state aid for special classes under the 1954 provisions for the physically handicapped. The new breed of "learning disability specialists" have contributed to this development. From less

than 40 such children in approved special classes in 1961, this program had grown to 1,405 by 1966.

The 1959 law also authorized the Commission to appoint a "child study team" in each county. The county child study supervisor is one member of this team. Unfortunately appropriations by the Legislature did not follow the systematic expansion of these positions as originally proposed by the Department of Education. Instead of two new teams each year (which would have brought the level to 14 teams by 1967), teams numbered seven as of fiscal 1967, each being spread over three counties.

In 1963 the Haines-Connery-Dumont bill authorizing the formation of "jointure commissions" for special education was approved. (Laws of 1962 Chapter 232). The purpose was to encourage boards of education to join together on a partnership basis to acquire property, employ personnel and operate special education facilities. However, no district has as yet taken advantage of this option. Most cooperative arrangements are still based on the sending-receiving district relationship.

The 1959 "Beadleston Act" was further amended by the Grossi Act (Chapter 187, Laws of 1963). This act, sought by parents of seriously disturbed children attending the Forum School, eliminated the two dollar limit on reimbursement as noted earlier. It also permitted, for the first time in New Jersey history, the payment by public school authorities. of tuition to non-public, non-profit, schools providing non-sectarian schooling for emotionally disturbed children who cannot be appropriately provided for within the public system. As a result many of the smaller school districts have elected to send their disturbed pupils to special programs in private schools or clinics rather than create new classes under public school auspices.

In 1964 the Commissioner of Education appointed a special 32 member Commission on Education of the Handicapped to review progress since 1954. Its report, *Education of Handicapped Children in New Jersey 1954-1964,* published in 1965, (known popularly as "the red book") contained further recommendations relating to: (1) clarifying responsibilities of local districts to provide adequately for all types of handicapped children, (2) equalizing state aid, (3) strengthening the Departmental functions, and (4) increasing the supply of trained personnel, especially at the leadership level.

The Commission's report created immediate interest among both professional and lay groups interested in the welfare of persons with one or another type of handicapping condition. Recognizing the need for a coordinated effort in support of the Commission's recommendations, especially as these might entail legislation, leaders from some of the statewide voluntary associations formed an informal *Inter-Agency Committee*

on Education of the Handicapped, on an "ad hoc" basis. This committee served as a clearing house for information on proposals for legislation. It cooperated with the Commissioner's Commission and coordinated organizational activity during a period when a new fiscal policy was being developed for the state.

A bill reflecting many of the major recommendations of the Commission was introducted in the 1966 Legislature by Assemblyman Beadleston and others. It was passed and signed in April immediately following the adoption of the State sales tax and the accompanying revision of legislation relating to general state aid for local schools. It took effect on July 1, 1966, as Chapter 29 of the Laws of 1966.

The new legislation amends the four preceding acts (1954 to 1963) in a number of important ways.

- It clarifies the responsibility of the local board to engage in active case finding, to "identify and ascertain" what children in the public schools need special educational services.

- It consolidates the provisions for the various categories of handicapped pupils so as to provide comparable opportunities for all eligible children with distinctions made only according to educational need, rather than diagnostic category. For example, the mandate, which under the 1954 act, applied to mentally retarded and physically handicapped children was extended to the emotionally disturbed. At the same time the authorization to pay tuition to private non-profit schools in New Jersey and contiguous states under certain conditions, which had previously applied only to the disturbed and maladjusted, was extended to all categories of handicap. The neurologically impaired are expressly included.

- It covers New Jersey children necessarily confined to hospitals or other public or non-profit residential institutions in New Jersey or contiguous states whether they be physically handicapped, mentally retarded or emotionally or socially maladjusted, and requires the child's local board of education to pay his tuition (within limits) if he is participating in an approved educational program.

- It broadens and makes more consistent the range of alternatives through which a local board of education can discharge its responsibility to each child.

- It encourages school authorities to use the best combinations of special class and supplemental forms of instruction and counseling as may be most appropriate to each individual handicapped child.

- It permits school boards to provide approved programs for persons over 20 or under 5, and to be reimbursed for such programs on the same basis as for programs for children between 5 and 20, which are mandatory.

- It provides for 50% reimbursement from state aid funds to each district for all approved special educational costs, including identification, evaluation, classroom and other instruction, counseling, tuition to out-of-district schools and supervision by qualified special education personnel. Such reimbursement is in addition to all other aid to which the district may be entitled. There is a provision that no district operating a special class may receive less than $3,000 per class, in the event its net costs are less than $6,000. Transportation aid continues at 75%.

- It broadens the responsibility of the county child study teams to cover all special education concerns and makes their services available to local districts for consultation, coordination, and interdistrict referral, as well as for interpretation of the laws and regulations and for approval of programs on behalf of the Commissioner.

- It requires the Commissioner of Education to appoint to his own staff persons qualified to administer educational services for the handicapped with specific attention to mental retardation, orthopedic handicaps, auditory and other communication disorders, visual handicaps, neurological or perceptual impairments, chronic illness, emotional disturbances and social maladjustment.

- It creates an Advisory Council of not more than 15 lay and professional members to advise on the implementation of the act.

In 1967, a general recodification of all school laws was proposed, replacing Title 18 of the Revised Statutes with a new Title 18 A. The laws concerning special education are chiefly found in the proposed new Chapter 46. They have been edited for greater cohesion and consistency and less duplication, but without changing the sense imparted by the 1966 revisions. Although the recodification was introduced as a bill in the Legislature no action was taken on it in the 1967 session.

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FINDING, EVALUATING AND PLACING HANDICAPPED PUPILS IN PUBLIC SCHOOLS

A child may come to the attention of the school authorities as one needing special education in one of several different ways. The parents may themselves ask the principal, superintendent, director of special services or director of pupil personnel services to consider the child's special needs either before or after he starts school. Or a regular teacher may note that the child is not responding as expected, or the school nurse may pick up what appears to be a hearing loss or other impairment. This is the signal for an evaluation using a "team approach". The regulations of the State Board of Education specify that diagnosis and classification should always include a special medical examination, a psychological evaluation and an educational assesment by approved child study team personnel "functioning in a joint manner".

The medical inspector of the school district may make the special medical examination, or a medical specialist qualified in the area of suspected disability may be retained by the school for the purpose. The individual psychological examination must be carried out by an approved psychological examiner. It must cover both verbal and non-verbal potentials. Other school personnel who may participate in the evaluation according to the particular circumstances include the school nurse, social worker, specialist in learning disabilities, and teacher.

A local district may employ its own medical and psychological examiners or it may choose to utilize the services of another agency or clinic for diagnosis and evaluation if the clinic staff are qualified in accordance with

the standards of the State Department of Education to evaluate the disability or disabilities suspected.

Information from other sources may also be requested by the school or submitted by the parents. Consideration will be given to such information but the school authorities are not bound by recommendations from outside professionals.

If a child is thought to be handicapped in more than one way, the evaluation procedures applicable to the additional handicap(s) will also be followed.

After reviewing their findings the members of the team consider the educational alternatives which can be offered. These include placement in a special class in the home district, or in another district, or in a program operated by a State agency such as a State College or State School. If none of these is available, the board may consider a suitable private non-profit school having an approved non-sectarian program. If none of these is practicable, arrangements may be made for individual instruction or training at home or at school. A handicapped child in a regular or special class who needs supplementary instruction, such as speech therapy or instruction in Braille or auditory training, may also receive it as part of his school program.

If the child is hospitalized or needs some other form of residential care or treatment, and the board of education is satisfied that such out-of-home arrangements are necessary, it is responsible for paying the tuition, but not the costs of care and treatment, if the child is enrolled in an approved special education program in New Jersey or an adjacent state. The tuition to be paid may not exceed the maximum cost of similar education in New Jersey public day schools, as determined by the Commissioner of Education.

Home instruction (not less than 5 hours a week) is to be provided by an itinerant teacher if the child's handicap or a prolonged immobility keeps him from attending school.

The professional evaluation team reports its recommendations to the local superintendent. The superintendent has the authority to decide on the educational placement to be made, with "full consideration given to the report of the examiners".

The number of children receiving special education services in 1966 exceeded 25,000, distributed as indicated in Appendix II. The majority of children being given special education services (other than speech correction) on a continuing basis are in public school special classes. The extent of this type of service as of 1966 is also indicated in Appendix II.

RIGHTS AND RESPONSIBILITIES OF PUPILS, TEACHERS AND SCHOOL BOARDS

The respective rights and responsibilities of those who provide and those who could benefit from special education are established by the State Constitution, by the State statutes and by regulations issued by the Commissioner of Education with the approval of the State Board of Education, as authorized by law. Handicapped children are protected under certain general laws, as well as by the special education laws as they have evolved over the past 56 years.*

The Legislature is required under the New Jersey Constitution of 1947 (Article VIII, Section IV) to "provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all children in the State between the ages of five and eighteen years". It has done this by creating local boards of education with direct or indirect taxing powers and certain defined responsibilities.

Each school district is required by statute, among other things, to "provide suitable school facilities and accomodations for all children who reside in the district and desire to attend the public schools therein..... (including) courses of study suited to the age and attainments of all pupils between the ages of five and twenty years" (N.J.R.S. 18:11-1).

With respect to handicapped children this general responsibility is spelled out to include an obligation to:

(1) Provide suitable facilities and programs, approved by the Commissioner, for the instruction of all children over 5 and under 20 who are calssified as handicapped, using one or more of the alternative approaches enumerated in the 1966 law.

(2) Report annually the name and handicaps of all children enrolled in special education programs and of all known handicapped children

*The most germane general laws are found together in sections 33 and 36-40 of the proposed revised education code, Title 18A.

not attending school.

(3) Provide daily transportation within the State for any handicapped pupil whenever the child's handicap makes it necessary or advisable. State aid will be forthcoming if the County Superintendent approves the transportation as necessary and reasonable.

More specifically with respect to mentally retarded children, each board of education is required to identify and ascertain what children cannot be accommodated in the regular program because of their handicaps, to employ (either seperately or jointly with another district) a qualified psychological examiner to act jointly with members of other disciplines in classifying handicapped children according to their educational needs, or to make arrangements with a suitable agency or clinic to carry out the evaluation. It must also cause any child excluded as "not educable and not trainable" to be re-examined on the request of the parent after one year has elapsed from the date of the last previous examination, and to report any such exclusion to the State Department of Education through the County Superintendent.

Every parent or guardian of a child between 6 and 16 years old is required to send him to public school or to see that he receives "equivalent instruction". A parent may be excused from this obligation if the board of education is satisfied that the child's mental or physical condition prevents his regular attendance. However, this provision *does not* authorize the board to exclude the child from school except as *explicitly otherwise* provided by law. (N. J. R. S. 18:14-14)

A parent or guardian who fails to send his child to school may be convicted and fined as a disorderly person. **A child** who does not attend may be apprehended as a juvenile delinquent.

A board of education may exclude children from school temporarily or indefinitely under certain circumstances, most of which are related to hazards created for other children. These causes include illness, such as tuberculosis in communicable form, exposure to contagious diseases, failure to be immunized against smallpox, diphtheria, measles, or polio, or other conditions "detrimental to the health or cleanliness of the pupils in school".

Pupils may also be suspended or expelled for continued, willful disobedience, open defiance of the authority of the teacher, habitual use of profanity, or failure to comply with regulations which have been laid down by the Local Board of Education.

These general rules are sometimes invoked to exclude disturbed or maladjusted pupils who are unruly or "acting out".

In addition children who appear to be seriously handicapped may be excluded temporarily (not to exceed two months) pending examination and classification.

A child may also be excluded because of very severe retardation. Such a child will usually be eligible for State supported day care as provided either by the local Association for Retarded Children, or other voluntary agency, or by the Division of Mental Retardation.

Parents may appeal a decision of a local board.

Thousands of children are classified every year and provided with special education services which their parents deeply appreciate. However, there are always a few exceptional situations in which parents and educators do not entirely agree. A parent who is not satisfied with the plans or decisions of the school authorities respecting his child should first seek the opportunity to discuss the situation with the school psychologist, school social worker, director of special education or superintendent. It is important that the parents understand the reasons for the classification and proposed placement.

Most school staff members are eager to do the best they can for each child and to consider alternative possibilities which the parents may wish to propose.

The parent seeking a more detached but expert viewpoint may call on the county child study supervisor, who usually can be reached through the office of the county superintendent of schools, at a phone number listed under the name of the county. (See Appendix I) A parent may also contact a staff member of the Office of Special Education who is assigned to the region in which the home county lies.

Member organizations of the Inter-Agency Committee on Education of the Handicapped may also be able to give sound advice as to the best course to follow in the interests of the child. Their addresses are listed on the back of this publication.

In some instances a letter or appeal by personal appearance before the local school board may be in order.

In the event that a real impasse develops, the next step the parent can take is a more formal appeal to the Assistant Commissioner in charge of the Division of Controversies and Disputes of the State Department of Education. A call or letter to his office will elicit some suggestions as to the form in which a complaint may be filed. It is not necessary to have a lawyer. The courts are a last resort.

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THE IMPACT OF FEDERAL PROGRAMS ON STATE AND LOCAL SPECIAL EDUCATION EFFORTS

In 1967 the State Office of Special Education was staffed with a director, four assistant directors, a part-time consultant in child psychiatry and one full and one part-time assistant. In addition, seven staff members had been assigned, some temporarily, with primary responsibilities for administration of federal funds under various headings, including teacher training. In 1967 the office expects to administer some $15 million in State aid, and over one million in federal funds.

Even as the Office was being restructured to discharge its enlarged responsibilities under the newest Beadleston Act, new challenges were also being offered from outside. The passage in October 1966 of amendments to the federal Elementary and Secondary Education Act of 1965 was hailed throughout the country for its inclusion of a new Title V1 on education of the handicapped. When fully implemented, this Act can bring several million dollars a year to New Jersey to be used to improve its educational services to the handicapped.

Meanwhile a number of local districts have taken advantage of the opportunities afforded them to augment programs for the handicapped under previous provisions of the Elementary and Secondary Education Act (ESEA). Bloomfield, for example, has established its project SHIELD which brings together its physically, mentally, neurologically and hearing

handicapped children for learning and recreational activities during the summer. Newark has enriched the programs at a number of its special schools, adding teacher aides and off-grounds activities, under Title I. Rahway and Franklin Township used Title I funds to inaugurate classes for the emotionally disturbed. Planning for New Jersey's first supplementary center for educational innovation for the learning disabled and handicapped under Title III got under way in 1967 when a planning grant was awarded to the Paterson school system.

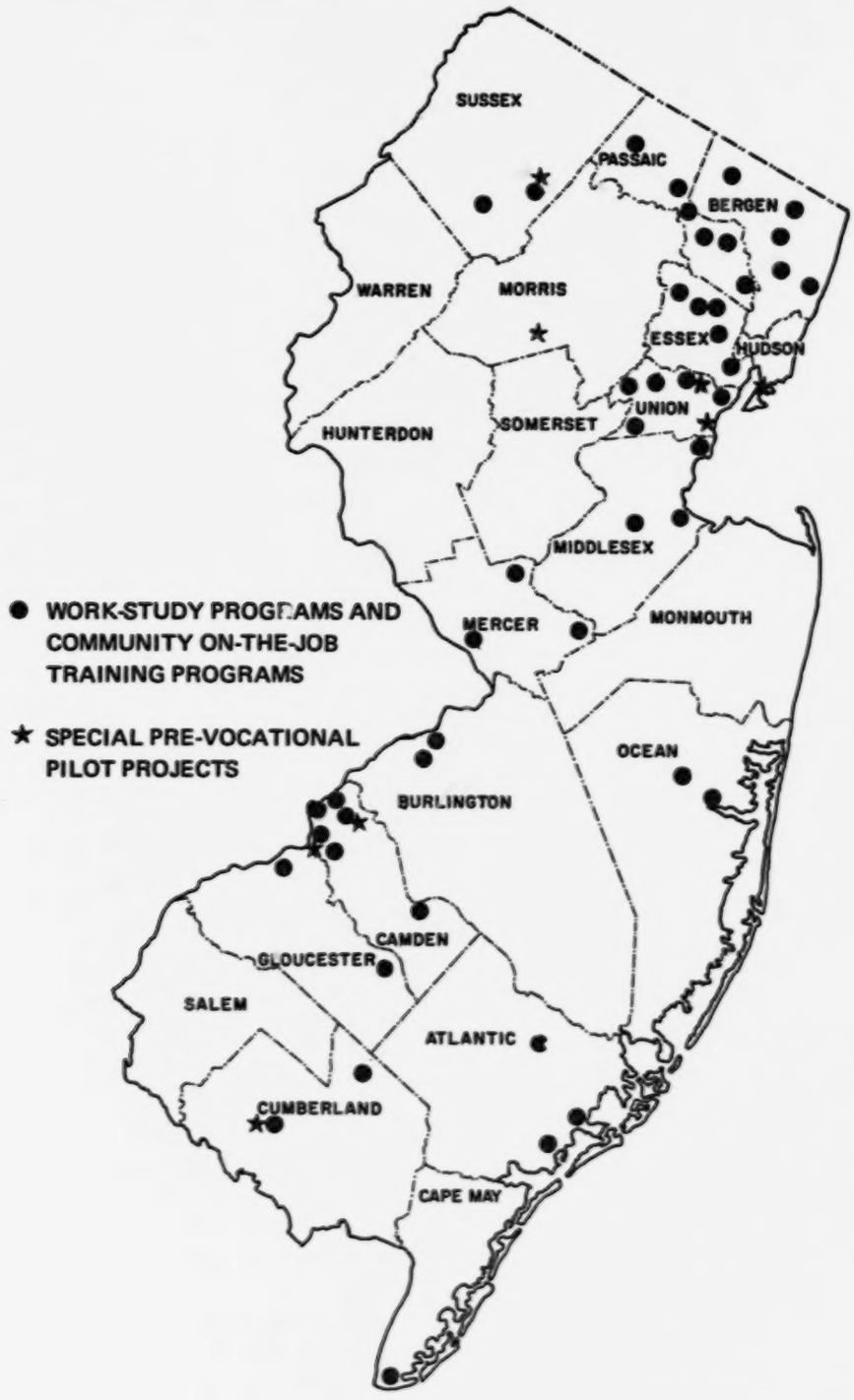
Federal aid has also been secured for state operated schools, under Title I of ESEA. All New Jersey mental hospitals and state schools for the retarded were qualified under this Act in the first year (1966), thanks in large measure to a growing cooperation between the Office of Special Education and the Department of Institutions and Agencies. Also funded was the Marie H. Katzenbach School for the Deaf and a number of children whose education is supervised by the Commission for the Blind. Demonstration schools at Jersey City and Glassboro State College also benefited. All told over one million dollars was put to use.

Very rapid expansion of vocational preparation for the handicapped has recently resulted from cooperative action between the Division of Vocational Education and the Office of Special Education within the State Department of Education. This has extended the benefits of the federal Vocational Education Act to handicapped pupils through work-study and other "employment orientation" programs especially adapted to handicapped pupils of secondary school age. The plan first developed in 1965, gives youth who are not college bound an opportunity to work part-time while attending school in a manner that enhances both experiences and eases the transition to the world of work. Many students secure permanent employment with the work-study employer after completing their school course. The federal aid permits the schools to employ supervisors and counselors who are the key to the program. Agreements are worked out with cooperating employers who are responsible for paying the students' wages, and for compliance with all standards of the Department of Labor and Industry. As of 1967 nearly a thousand handicapped young people of both sexes were taking advantage of these openings. The distribution of programs is illustrated on the accompanying map.

Federal aid has also triggered improvements in the Department's reporting procedures covering the handicapped which, when coupled with more sophisticated data handling, can now bring more accurate projection of future trends and a clearer delineation of the more subtle aspects of the needs of many children.

In the fall of 1966 the Office of Special Education proceeded to mobilize rapidly around the projected need to develop a state plan which would merit federal funds under Title VI. Federal planning money became avail-

DISTRIBUTION OF VOCATIONAL EDUCATION PROGRAMS FOR THE HANDICAPPED IN NEW JERSEY PUBLIC SCHOOLS



able in June 1967.

The time seems ripe to secure greater inter-district cooperation through grouping districts into area aggregates, or sub-regions, each having a total school enrollment in the range from 30,000 to 70,000 children. This base appears to yield enough children in each major age bracket and disability category to permit development of sound sequential groupings for instructional purposes. For those children with multiple handicaps or conditions of exceptionally low incidence, such as deafness, or serious mental illness, inter-area arrangements can be worked out within a regional structure so arranged that each region will have at least one complete child study team assigned.

Seven such regions of three counties each were delineated in 1966-1967 with the expectation that a realignment to nine could be effected in 1968. The four assistant directors of special education are assigned as coordinators between the regions and the central Office of Special Education.

As of the winter of 1967, the seven county child study teams were assigned the following counties. The team has its base of operation in the first named county in each case. The teams may be reached through the county child study supervisors at the offices listed in Appendex I.

Region I	Sussex, Passaic, Warren
Region II	Union, Hudson, Bergen
Region III	Morris, Essex, Somerset
Region IV	Burlington, Mercer, Hunterdon
Region V	Monmouth, Middlesex, Ocean
Region VI	Gloucester, Camden, Salem
Region VII	Atlantic, Cumberland, Cape May

Central Office Personnel are assigned to regions as coordinators as follows:

Region I	Mr. Russell Layden
Region II	Dr. Donald Clark, Assistant Director
Region III	Dr. James Jan-Tausch, Assistant Director
Region IV	Mr. Russell Layden
Region V	Dr. Alton Lewis, Assistant Director
Region VI	Dr. John Visceglia, Assistant Director
Region VII	Dr. John Visceglia, Assistant Director

The address for the above is:

State Department of Education Office of Special Education
225 West State Street
Trenton, N.J. 08625
Tel: (609) 292-4480

The Director of the Office of Special Education of the State Department of Education is Dr. Boyd E. Nelson.

6

PREPARATION OF TEACHERS AND OTHER SPECIALISTS FOR SPECIAL EDUCATION IN NEW JERSEY

There are currently about 1600 teachers of the handicapped in the public schools of New Jersey, not counting several hundred in public residential schools, parochial schools and other private schools. This contrasts with some 450 teachers in the field in 1953. In addition there are about 900 people employed in non-instructional and supplemental instructional positions directly related to the local efforts in special education . . administrators and supervisors, school psychologists, school social workers, learning disability specialists, speech correctionists and others. There are also numerous teachers providing for over 3500 children who were on individual instruction programs at home or school (in lieu of class instruction) for four weeks or more during the past school year.

The State Department of Education recently estimated that approximately 500 new classroom teachers will be needed each year in the immediate future to take care of the expanding need. The fine growth of the past and hopes for the future are both based in the splended response of our colleges and universities which, in the last ten years, have tremendously increased their capacity to prepare teachers and others to work with the handicapped. Further expansion is under way. Of particular future importance is Rutger's plan for doctoral programs in special education, including administration.

Present opportunities are indicated in the accompanying table. Major programs in several different areas of special education at the undergraduate, master's and doctoral level, are also available at Columbia University's Teachers' College, Yeshiva University's Ferkauf School of Education, and New York University, all in New York City, and Temple University in Philadelphia. These institutions have federal fellowships and traineeships in the major areas.

Information on specific requirements for teacher certification in the various areas of handicap may be obtained from the Office of Teacher Education and Certification, New Jersey Department of Education.

PROGRAMS OF PROFESSIONAL PREPARATION IN SPECIAL EDUCATION OFFERED AT NEW JERSEY COLLEGES - UNDERGRADUATE AND GRADUATE 1967

Type of Program	Blind	Deaf	Hard of Hearing	Mentally Retarded	Physically Limited	Emotionally Disturbed and Socially Maladjusted	Speech Correction	School Psychology	School Social Work
Undergraduate	*Jersey City	*Trenton	Jersey City Newark	*Glassboro *Jersey City *Newark Paterson Trenton Seton Hall	*Jersey City Seton Hall U.	Jersey City	Jersey City Newark Trenton Montclair Paterson Seton Hall		
Graduate	*Jersey City	Trenton	Jersey City Seton Hall	*Glassboro *Jersey City *Newark Paterson *Trenton Seton Hall U. Rutgers S.U.	*Jersey City Seton Hall	*Jersey City Newark *Trenton Seton Hall U †Rutgers U.	Jersey City *Newark Trenton *Seton Hall *Montclair *Paterson	Jersey City Glassboro +Rutgers	Jersey City Trenton Seton Hall Univ. †Rutgers Univ.

Course work which may be counted toward the current Office of Special Education requirements for recognition as a learning disability specialist - teacher consultant may be obtained at all six state colleges and at Seton Hall University.

*Has federal senior traineeships or graduate fellowships

+Doctoral program, NIMH fellowships

†Two year graduate program leading to M.S.W.

Note: Newark State College is in Union, New Jersey

Seton Hall University is in South Orange, New Jersey

All Rutgers programs are in New Brunswick, New Jersey

Mm Nn Oo
Tt Uu Vv Ww Xx Yy Zz

APENDIX I

SUPERVISORS OF CHILD STUDY AND MEMBERS OF COUNTY CHILD STUDY TEAMS

(FULL TIME PERSONNEL)

ATLANTIC COUNTY		
David Doughty	Supervisor of Child Study	1200 Harding Highway Mays Landing, N. J. 08330 609 235-4000 Ext. 45
Mrs. Dorothy Carey		
BERGEN COUNTY		
John Mangan	Supervisor of Child Study	County Administrative Bldg. Main and Hudson Street Hackensack, N. J. 07601 201 342-2200
BURLINGTON COUNTY		
Joseph Cappello	Supervisor of Child Study	County Office Building Union and High Streets Mount Holly, N. J. 08060 609 267-3300
Richard Byham		
Charlotte Graisbery		
Mary Symonds		
CAMDEN COUNTY	Supervisor of Child Study	43rd and Madison Pennsauken, N. J. 08110 609 963-3156
CAPE MAY COUNTY		
Mrs. Sophia Ghagan	Supervisor of Child Study	Main Street Cape May Court House, N. J. 609 465-7542 08210
CUMBERLAND COUNTY		
Mrs. Sophia Ghagan	Supervisor of Child Study	Court House Broad and Fayette Streets Bridgeton, N. J. 08302 609 451-8000
ESSEX COUNTY		
August Belotti	Supervisor of Child Study	90 Washington Street East Orange, N. J. 07017 201 642-7800
GLOUCESTER COUNTY		
Fay Huber	Supervisor of Child Study	County Office Building North Delsea Drive Clayton, N. J. 08312 609 881-1200
Mrs. Elizabeth Repp		
Miriam Hurff		
HUDSON COUNTY	Supervisor of Child Study	555 Duncan Avenue County Administration Bldg. Jersey City, N. J. 07306 201 792-3737
James Canaly		
HUNTERDON COUNTY		
Michael F. Reilly	Supervisor of Child Study	Court House 59 Main Street Flemington, N. J. 08822 201 782-2424

MERCER COUNTY		
Richard Dougherty	Supervisor of Child Study	Court House Trenton, N. J. 08607 609 393-3481
MIDDLESEX COUNTY		
Ronald Lusink	Supervisor of Child Study	County Record Building Bayard Street New Brunswick, N. J. 08901 201 246-0400
MONMOUTH COUNTY		
Mrs. Edla S. Morton Mrs. Margaret Whiting Mrs. Eleanor Engelbrecht	Supervisor of Child Study	18 Court Street Freehold, N. J. 07728 201 462-1940
MORRIS COUNTY		
George E. Peatick, Jr. Dr. Nelson Storch Miss Noreen Gallagher Harry Fieldston	Supervisor of Child Study	Department of Education Court House Morristown, N. J. 07901 201 539-4300
OCEAN COUNTY		
Walter Donovan	Supervisor of Child Study	Court House Annex Hooper Avenue Toms River, N. J. 08753 201 244-2121
PASSAIC COUNTY		
Frank D. Mattiace	Supervisor of Child Study	County Administration Bldg. 317 Pennsylvania Avenue Paterson, N. J. 07503 201 278-5000
SALEM COUNTY		
Fay Huber Mrs. Elizabeth Repp Miriam Hurff	Supervisor of Child Study	County Office Building 90 Market Street Salem, N. J. 08079 609 935-3010
SOMERSET COUNTY		
Michael F. Reilly	Supervisor of Child Study	County Administration Bldg. High and Bridge Streets Somerville, N. J. 08876 201 725-4700
SUSSEX COUNTY		
Willard D. Newton		County Service Building Newton, N. J. 07860 201 383-2521
UNION COUNTY		
Jane Henry Earl Wanzer Averil Toker Mrs. Ruth Granstrom	Supervisor of Child Study	Court House Third Floor Annex Elizabeth, N. J. 07201 201 353-5000
WARREN COUNTY		
James Richardson	Supervisor of Child Study	County Court House Belvidere, N. J. 07823 201 475-2131

TOTAL CHILDREN ENROLLED IN ALL PUBLIC SCHOOL PROGRAMS FOR THE HANDICAPPED EXCEPT SPEECH CORRECTION - 1966

COUNTIES	Total School Enrollment	Total Children in Programs for Handicapped	Percent of Handicapped in Total School Program	Total Known Children Who Have Never Been In An Educational Program	Total Children Classified As Needing Special Services, But Not Receiving	Total Handicapped Children Excluded From School By Board Action
ATLANTIC	31,788	760	2.39%	7	94	4
BERGEN	163,151	2,450	1.50	20	89	9
BURLINGTON	64,966	1,151	1.77	6	51	7
CAMDEN	84,813	1,556	1.83	20	169	10
CAPE MAY	9,650	268	2.78		1	2
CUMBERLAND	26,934	609	2.26	2	3	4
ESSEX	172,633	4,874	2.82	23	804	36
GLOUCESTER	37,821	627	1.66	8	26	3
HUDSON	85,628	1,481	1.73	69	171	2
HUNTERDON	15,588	195	1.25	1	9	
MERCER	53,976	1,734	3.21	3	175	4
MIDDLESEX	116,235	1,679	1.44	25	628	10
MONMOUTH	94,639	1,495	1.58	16	103	39
MORRIS	75,245	1,082	1.44	16	83	16
OCEAN	38,535	551	1.42	4	65	6
PASSAIC	77,895	1,497	1.92	2	187	33
SALEM	15,554	310	1.99	2	36	3
SOMERSET	42,046	616	1.47	14	287	4
SUSSEX	15,411	241	1.56		17	2
UNION	105,554	2,168	2.05	10	148	6
WARREN	15,887	254	1.60	2	7	3
TOTALS	1,343,949	25,598	1.90%	250	3,153	203

ENROLLMENT ACCORDING TO TYPE OF HANDICAP -- 1966

COUNTIES	Neurologically Impaired	Emotionally & Socially Maladjusted	Blind and Partially Seeing	Educable Mentally Retarded	Trainable Mentally Retarded	Physically Ltd. Including Cardiac, Chronic Defects, Cerebral Palsied, Orthopedic	Deaf and Hard of Hearing
ATLANTIC	3	4	3	587	53	103	7
BERGEN	389	230	69	1,008	244	461	49
BURLINGTON	49	25	18	748	196	102	13
CAMDEN	10	92	38	1,085	143	164	24
CAPE MAY	2	1		227	20	18	
CUMBERLAND	2	1	4	427	63	66	1
ESSEX	257	296	187	2,661	394	876	203
GLOUCESTER	1	2	8	500	65	49	2
HUDSON	16	22	20	826	151	326	120
HUNTERDON	8		3	117	24	43	
MERCER	27	27	21	1,261	133	260	5
MIDDLESEX	175	72	46	788	201	339	58
MONMOUTH	38	64	45	818	160	330	40
MORRIS	129	47	24	534	106	186	56
OCEAN	13	10	6	332	68	115	7
PASSAIC	30	121	54	729	157	369	27
SALEM	1	1		244	29	35	
SOMERSET	71	67	15	250	73	124	16
SUSSEX	6	5	2	192	8	27	1
UNION	168	114	42	1,074	216	489	65
WARREN	10	8	6	177	17	35	1
TOTALS	1,405	1,209	611	14,640	2,521	4,517	695
STATE OPERATED SCHOOLS		644 * 1,094 **	***	1,237			501

* Mental Hospitals

** Juvenile Correctional Institutions

*** The N. J. Commission for the Blind provides supplementary service to about 900 children who attend public schools.

APPENDIX III

WHERE TO GO FOR MORE INFORMATION

About opportunities for a handicapped child in a particular part of the State . . . ask the local school principal, or head of pupil personnel services, or school psychologist . . . or contact the county child study supervisor through the office of the county superintendent of schools. (Appendix I)

About opportunities to prepare for a career in teaching the handicapped . . write to the appropriate college or university as indicated in Chapter VI.

About what's going on currently in the profession of special education . . . get in touch with the nearest of the 15 local chapters of the Council for Exceptional Children. Write the State Membership Chairman, Mr. Frank Penn, 290 Grove Street, Montclair, New Jersey.

About the program in general, including questions of interpretation . . . write Dr. Boyd E. Nelson, Director, Office of Special Education, State Department of education, 225 West State Street, Trenton, New Jersey 08625

About specific handicapping conditions . . . call or write the most directly concerned member organization of the Inter-Agency Committee as listed on the next pages, or the State Commission for the Blind, Newark, N.J.

THE MEMBER AGENCIES

NEW JERSEY ASSOCIATION FOR BRAIN INJURED CHILDREN
61 Lincoln Street
East Orange, N. J. 07107 (201) 675-0112

The New Jersey Association for Brain Injured Children was founded in 1960 to promote public awareness of the plight of the neurologically impaired child. The Association and its eight sections, covering 13 counties, operate day camps during the summer, play therapy winter programs, pre-school programs and conducts public and professional educational programs.

NEW JERSEY ASSOCIATION FOR MENTAL HEALTH
60 South Fullerton Avenue
Montclair, N. J. 07042 (201) 744-2500

The New Jersey Association for Mental Health and its 19 local chapters are dedicated to developing a coordinated citizens voluntary movement to work towards the improved care and treatment of the mentally ill and handicapped; improving methods and services in research, prevention, and promoting mental health. Local chapters provide information and referral services to families and community agencies. They also carry on service programs, on a demonstration basis, such as schools for emotionally disturbed children, half-way houses and work adjustment programs. Fifteen chapters and the State association have regularly staffed offices.

NEW JERSEY ASSOCIATION FOR RETARDED CHILDREN
97 Bayard Street
New Brunswick, N. J. 08901 (201) 246-2525

The New Jersey Association for Retarded Children was organized by parents in 1949 to promote the well being of all mentally retarded persons in the state, regardless of age, degree of retardation or domicile. Its 18 local units, covering all 21 counties offer consultation to families, and to schools and other agencies. They also carry on various direct service activities such as day care, recreation programs, and sheltered employment. Eleven local units and the state association have regularly staffed offices.

NEW JERSEY COUNCIL OF ORGANIZATIONS AND
SCHOOLS FOR EMOTIONALLY DISTURBED CHILDREN
1466 Essex Road
Teaneck, N. J. 07666 (201) TE-7-2388

The N. J. Council of Organizations and Schools for Emotionally Disturbed Children, Inc., known by the acronym "COSED" , is, as the formal name

implies, a council of individual organizations and schools (both public-special schools and classes, and non-profit private schools) concerned with improving the health and welfare of emotionally disturbed as well as mentally ill children.

COSED is a voluntary, and non-profit group incorporated and chartered by the State of New Jersey. It was formed in 1965 primarily by parents, already affiliated and active in existing organizations and schools who felt the need for exchanging information and working together on a State-wide basis.

The area of concern also includes Residential Schools, State Hospitals and Institutions, as well as local community programs.

NEW JERSEY LEAGUE FOR THE HEARING HANDICAPPED
103 Davis Avenue
Bloomfield, N. J. 07003 (201) 338-4369

The New Jersey League for the Hearing Handicapped was established in 1963 to create additional quality educational facilities for hearing handicapped children throughout the state. The organization furnishes limited counseling and acts as a clearing house for information to parents, educators and physicians, regarding services for hearing impaired children.

NEW JERSEY SOCIETY FOR CRIPPLED CHILDREN AND ADULTS
799 Main Street
Hackensack, N. J. 07601 (201) HU-9-6060

The Easter Seal Societies in New Jersey - - New Jersey Society for Crippled Children and Adults and its local affiliate Societies - - provide a statewide program of direct service projects, education, information and referral, equipment loan, and resident camping for physically handicapped people throughout the state. New Jersey Societies are affiliated with National Society for Crippled Children and Adults which conducts nationwide programs of research and education.

UNITED CEREBRAL PALSY ASSOCIATIONS OF NEW JERSEY
1000 Styyvesant Avenue
Union, N. J. 07083 (201) MU-6-6788

United Cerebral Palsy Associations of New Jersey is concerned with the health, welfare, and education of all children and adults with cerebral palsy who reside in the state. Nine cerebral palsy Centers offer habilitation programs to the cerebral palsied in 13 counties.

Through a program of public education, legislative activity, and an informa-

tion and referral service, United Cerebral Palsy Associations of New Jersey strives for the maintenance of high standards in both public and private organizations dedicated to the habilitation of the cerebral palsied.

NEW JERSEY WELFARE COUNCIL
60 South Fullerton Avenue
Montclair, N. J. 07042 (201) 746-2651

The New Jersey Welfare Council is the single state-wide non-profit organization which coordinates the efforts of private and public agencies, concerned citizens and professional workers with the objective of promoting health and social welfare programs in New Jersey. Its fields of primary concern are public and voluntary welfare administration, assistance programs, protective services for children and youth, renewal projects for urban and rural life, public health programs, and rehabilitation and care programs for the chronically ill, the mentally ill and the mentally retarded.

The Council's functions include a legislative information service, consultation with and coordination of efforts among public and private agencies, creative planning to meet New Jersey's evolving health and welfare needs.